



# Johnson-O'Malley Indian Education Report Fiscal Year 2016

Prepared by the Arizona Department of Education  
Research and Evaluation Division  
In collaboration with the  
Office of Indian Education

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## Summary

The Arizona Department of Education (ADE) awarded Johnson-O'Malley (JOM) funds to 20 Local Educational Agencies (LEAs) during the 2015-2016 school year with a total of \$262,085.67 to improve academic achievement of Native American students. Descriptive analysis of academic achievement data indicated that a higher percentage of Native American students enrolled at JOM-funded LEAs reached performance levels 3 and 4 than their Native American peers enrolled at non-JOM-funded LEAs for both English Language Arts (ELA) and Math. In addition, the program descriptions demonstrated that JOM grantees incorporated a wide range of cultural competent strategies, activities and practices to strengthen student learning.

## Introduction and Background

Pursuant to 25 CFR 273.50 – Annual Reporting, the purpose of this report is to document the Johnson-O'Malley (JOM) Program administered by the ADE and implemented by 20 LEAs during the 2015-2016 school year. The JOM Program is authorized by the Johnson-O'Malley Act of 1934; the implementing regulations are provided in Part 273 of Title 25 of the Code of Federal Regulations. As amended, this Act authorizes contracts for the education of eligible Native American students enrolled in public schools<sup>1</sup>. JOM funds are administered by the U.S. Department of Interior, Bureau of Indian Affairs and are dedicated to the improvement of education for Native American students.

LEAs that have eligible Native American students, an established Local Indian Education Committee (LIEC) and an Educational Plan as prescribed by the JOM Act are qualified to contract with the ADE for JOM funding. Eligible students are from age 3 years through Grade 12 and must be 25% or more Indian blood of a federally recognized tribe (National Johnson-O'Malley Association). The LIEC must be elected and comprised of parents of eligible Native American students. Persons (with the exception of school officials and school administrators) acting in "loco parentis" (assuming the "place of the parents," such as legal guardians or parents of adopted children) may also serve. The Education Plan is a written document that outlines a plan for providing programs to meet the unique and specialized educational needs of Native American students. It identifies needs of Native American students, the goals and objectives to be accomplished, procedures to be followed and methods by which to evaluate the program.

LEAs must apply for JOM funding by completing an application on the Arizona Department of Education Grants Management System. The JOM application requires each LEA to submit evidence they have a LIEC and an Education Plan in place. They must also answer the required questions describing their proposed program and include a budget for approval. Applications are reviewed by the Office of Indian Education and approved or rejected based on the merits of responses provided in their grant application.

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<sup>1</sup> Bureau of Indian Education: <http://www.bie.edu/JOM/>



## Local Educational Agency Allocations and Expenditures

The ADE contracted with the U.S. Department of Interior, Bureau of Indian Affairs for \$345,246.00 in FY2016. A total of 20 LEAs were awarded JOM funds.

As shown in Table 1 below, \$350,891.00 of JOM funds were allocated to 21 LEAs in FY2015. Nearly 90% of funds, \$314,037.57, were expended. In FY2016, \$262,085.67 of JOM funds were allocated to 20 LEAs. The expenditures for FY2016 will be available in January.

**Table 1: JOM Funding Allocations and Expenditures**

LEA	County	FY2015 Allocation	FY2015 Expenditures	FY2016 Allocation
Ajo Unified District	Pima	\$6,380.00	\$0.00	\$6,980.49
Alhambra Elementary District	Maricopa	\$16,124.00	\$16,038.90	\$22,845.24
Amphitheater Unified District	Pima	\$18,096.00	\$15,676.67	\$13,037.94
Chandler Unified District #80	Maricopa	\$19,662.00	\$18,919.66	\$3,807.54
Creighton Elementary District	Maricopa	\$7,830.00	\$4,527.29	\$10,038.06
Grand Canyon Unified District	Coconino	\$5,162.00	\$0.00	\$4,672.89
Madison Elementary District	Maricopa	\$6,902.00	\$6,902.00	\$11,999.52
Marana Unified District	Pima	\$7,134.00	\$5,870.98	\$4,269.06
Mesa Unified District	Maricopa	\$55,912.00	\$55,912.00	\$29,075.76
Osborn Elementary District	Maricopa	\$8,816.00	\$8,816.00	\$17,018.55
Phoenix Elementary District	Maricopa	\$7,482.00	\$6,566.67	\$12,749.49
Phoenix Union High School District	Maricopa	\$32,645.00	\$27,453.52	\$18,864.63
Prescott Unified District	Yavapai	\$3,422.00	\$3,422.00	\$0.00
Scottsdale Unified District	Maricopa	\$12,122.00	\$11,240.69	\$7,499.70
Stanfield Elementary District	Pinal	\$6,148.00	\$4,954.35	\$7,499.70
Sunnyside Unified District	Pima	\$36,714.00	\$32,043.53	\$30,287.25
Tempe School District	Maricopa	\$16,936.00	\$13,705.55	\$9,864.99
Tempe Union High School District	Maricopa	\$14,268.00	\$13,686.63	\$4,672.89
Tolleson Union High School District	Maricopa	\$2,552.00	\$1,969.09	\$3,288.33
Tucson Unified District	Pima	\$49,764.00	\$49,512.04	\$28,845.00
Yavapai-Apache Nation	N/A	\$16,820.00	\$16,820.00	\$14,768.64
<b>Total</b>		<b>\$350,891.00</b>	<b>\$314,037.57</b>	<b>\$262,085.67</b>

Note: Prescott Unified District did not participate in the JOM program in 2016.

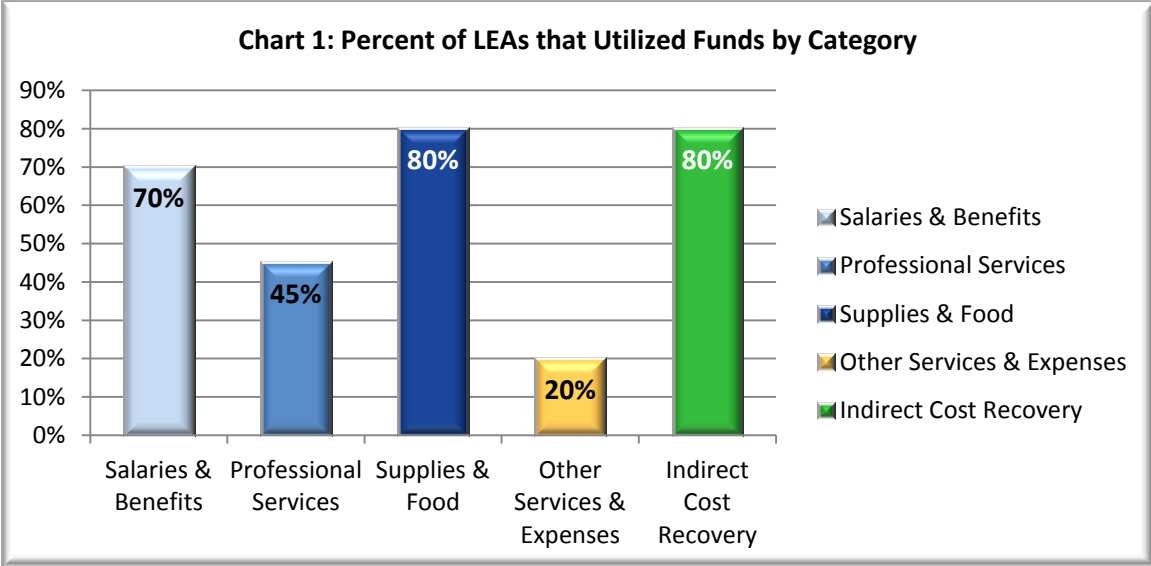
A content analysis of program descriptions submitted by JOM grantees was used to compile program and activity information. As shown in Table 2, JOM-funded LEAs incorporated cultural competency programs, activities and practices to strengthen student learning.

**Table 2: Programs, Activities and Practices by Category.**

Category	Programs, Activities and Practices
Salaries & Benefits	<ul style="list-style-type: none"> <li>• Staff and paraprofessionals</li> <li>• Tutors               <ul style="list-style-type: none"> <li>○ Supplemental instruction (e.g., reading, math, writing)</li> <li>○ After school and summer school programs</li> </ul> </li> <li>• Academic student success specialists</li> <li>• Indian education coordinators</li> <li>• Teacher representatives for Indian education meetings</li> <li>• Native American advisors</li> <li>• JOM managers</li> <li>• Liaisons</li> <li>• Bus drivers</li> <li>• Family events</li> <li>• Employee benefits (e.g., FICA, health insurance)</li> </ul>
Professional Services	<ul style="list-style-type: none"> <li>• Conferences               <ul style="list-style-type: none"> <li>○ Fees and registration</li> </ul> </li> <li>• Consultants/guest speakers/presenters/performers               <ul style="list-style-type: none"> <li>○ Parent meetings and workshops</li> <li>○ Native Youth Culture Day</li> <li>○ Student and family cultural events and other activities</li> <li>○ Cultural entertainment</li> <li>○ Cultural presentations</li> </ul> </li> <li>• Trainings for professional staff               <ul style="list-style-type: none"> <li>○ Indigenous strategies</li> <li>○ Early outreach forums</li> <li>○ Effective models to increase student achievement</li> <li>○ Native American programs</li> </ul> </li> </ul>
Supplies & Food	<ul style="list-style-type: none"> <li>• Events and activities               <ul style="list-style-type: none"> <li>○ Parent meetings (e.g., paper goods, door prizes, refreshments)</li> <li>○ Special banquets for students and families</li> <li>○ Cultural events and programs</li> <li>○ Cooking supplies to prepare Native/cultural food</li> <li>○ Graduation (e.g., caps and gowns)</li> </ul> </li> <li>• Instruction materials for tutoring programs and summer school programs               <ul style="list-style-type: none"> <li>○ Hands-on activities to increase reading, writing and math skills</li> <li>○ Academic and cultural materials</li> <li>○ Academic software programs</li> <li>○ Culinary class supplies</li> </ul> </li> </ul>

Category	Programs, Activities and Practices
Supplies & Food (continued)	<ul style="list-style-type: none"> <li>• Extra-curricular supplies</li> <li>• Student personal needs (e.g., clothes, eye glasses)</li> <li>• Back to school supplies</li> <li>• Bookstore charges</li> <li>• Awards <ul style="list-style-type: none"> <li>○ Certificates, trophies, medals</li> <li>○ Student incentives</li> </ul> </li> </ul>
Other Services and Expenses	<ul style="list-style-type: none"> <li>• Travel <ul style="list-style-type: none"> <li>○ Mileage and lodging for conferences</li> <li>○ Transportation for students and parents</li> </ul> </li> <li>• Student tuition and fees <ul style="list-style-type: none"> <li>○ Summer school classes</li> <li>○ Required courses</li> <li>○ Extra-curricular activities (e.g., sports, clubs, etc.)</li> </ul> </li> <li>• Cultural and academic field trips</li> <li>• Materials for printing and binding</li> <li>• Postage</li> </ul>
Indirect Cost Recovery	<ul style="list-style-type: none"> <li>• Indirect costs</li> </ul>

According to JOM grantees’ descriptions of projected expenses in FY2016, 80% of the grantees projected that a portion of funds would be allocated to the categories of “Indirect Cost Recovery” and “Supplies & Food;” 70% of the grantees expected to utilize a portion of the funding in the categories of “Salaries & Benefits;” 45% of the grantees projected to use a portion of the funding for “Professional Services,” and 20% of LEAs expected to use a portion of the funding for “Other Expenses.”





## Academic Achievement

Student educational achievement was measured using Arizona’s Measurement of Education Readiness to Inform Teaching (AzMERIT) assessment and the Multi-State Alternative Assessment (MSAA). AzMERIT is Arizona’s new statewide achievement test. Arizona public school students in Grades 3 through high school take AzMERIT. Students in Grades 3 through 8 take an assessment in English Language Arts (ELA) and Math at their grade level. Students taking high school level English and Math take End-of-Course assessments that test their proficiency in these subjects. MSAA is the Arizona Department of Education’s alternate statewide achievement test for eligible students with significant cognitive disabilities. The MSAA alternate assessment is based on alternate achievement standards for students with the most significant cognitive disabilities. Eligible Arizona public school students take the MSAA alternate assessment for ELA and Math in Grades 3 through 8 and Grade 11.

Student scores on AzMERIT and MSAA fall into one of four performance levels:

<b>Failing Scores</b>	Performance Level 1 (PL 1)	<ul style="list-style-type: none"> <li>• AzMERIT score in ‘Minimally Proficient’</li> <li>• MSAA score in ‘Level 1’</li> </ul>
	Performance Level 2 (PL 2)	<ul style="list-style-type: none"> <li>• AzMERIT score in ‘Partially Proficient’</li> <li>• MSAA score in ‘Level 2’</li> </ul>
<b>Passing Scores</b>	Performance Level 3 (PL 3)	<ul style="list-style-type: none"> <li>• AzMERIT score in ‘Proficient’</li> <li>• MSAA score in ‘Level 3’</li> </ul>
	Performance Level 4 (PL 4)	<ul style="list-style-type: none"> <li>• AzMERIT score in ‘Highly Proficient’</li> <li>• MSAA score in ‘Level 4’</li> </ul>

Note: The Arizona State Board of Education determined a ‘passing’ score to be at Performance Level 3 or Performance Level 4.

For this report, valid test results from the School Year 2015 - 2016 administration of the AzMERIT assessment and the MSAA assessment were disaggregated by performance level for Native American students in Grades 3 through high school. The percentage of students at each performance level in ELA and Math were computed and compared for Native American students enrolled at JOM-funded LEAs and non-JOM-funded LEAs.

## English Language Arts

The percentage of Native American students passing AzMERIT and MSAA ELA by attaining a performance level of 3 or 4 was higher in JOM-funded LEAs than in non-JOM-funded LEAs in FY2016. As shown in Chart 2, the percentage of Native American students attending JOM-funded LEAs who scored Proficient (PL 3) or Highly Proficient (PL 4) was 20% compared to 15% of the students attending non-JOM-funded LEAs.

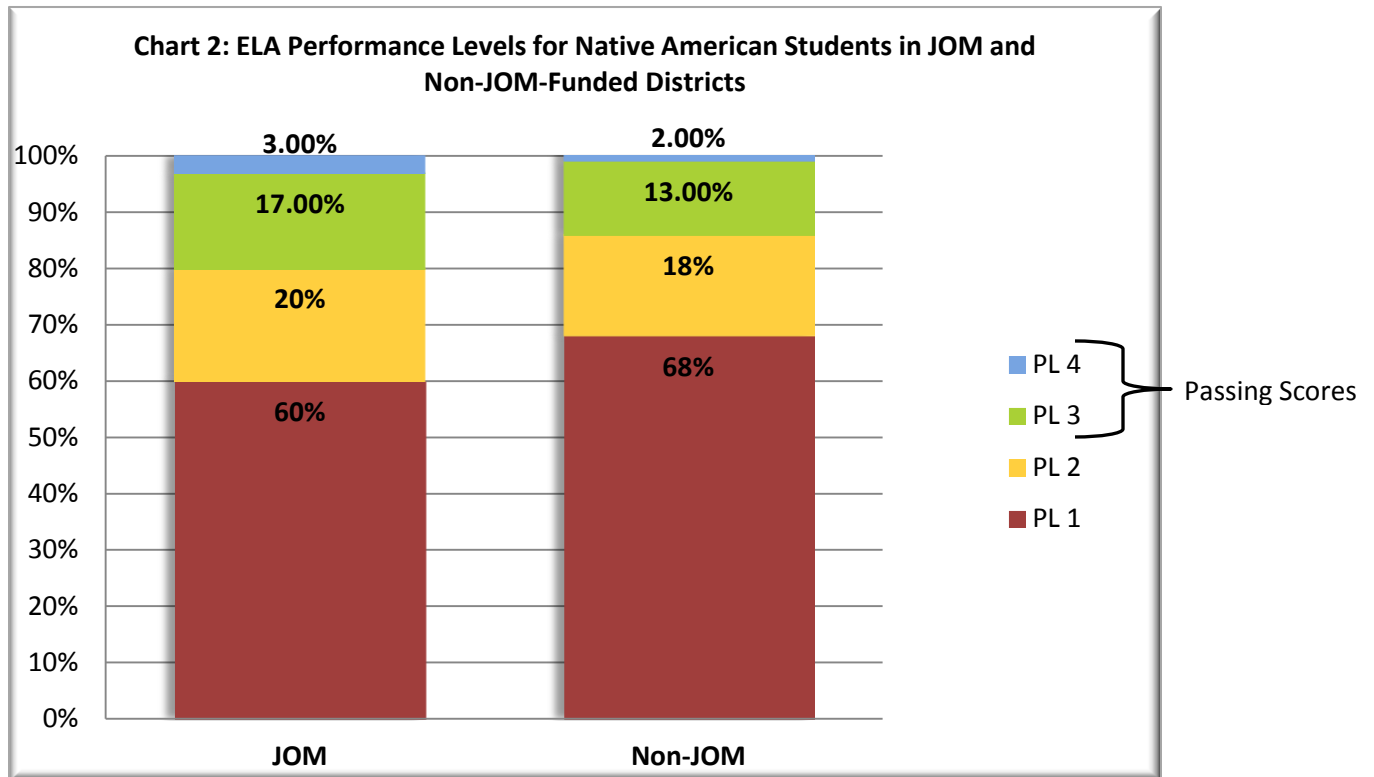
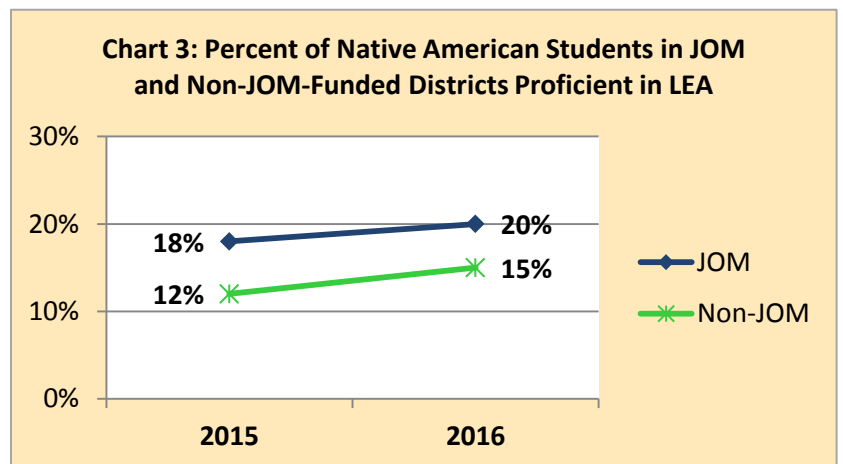


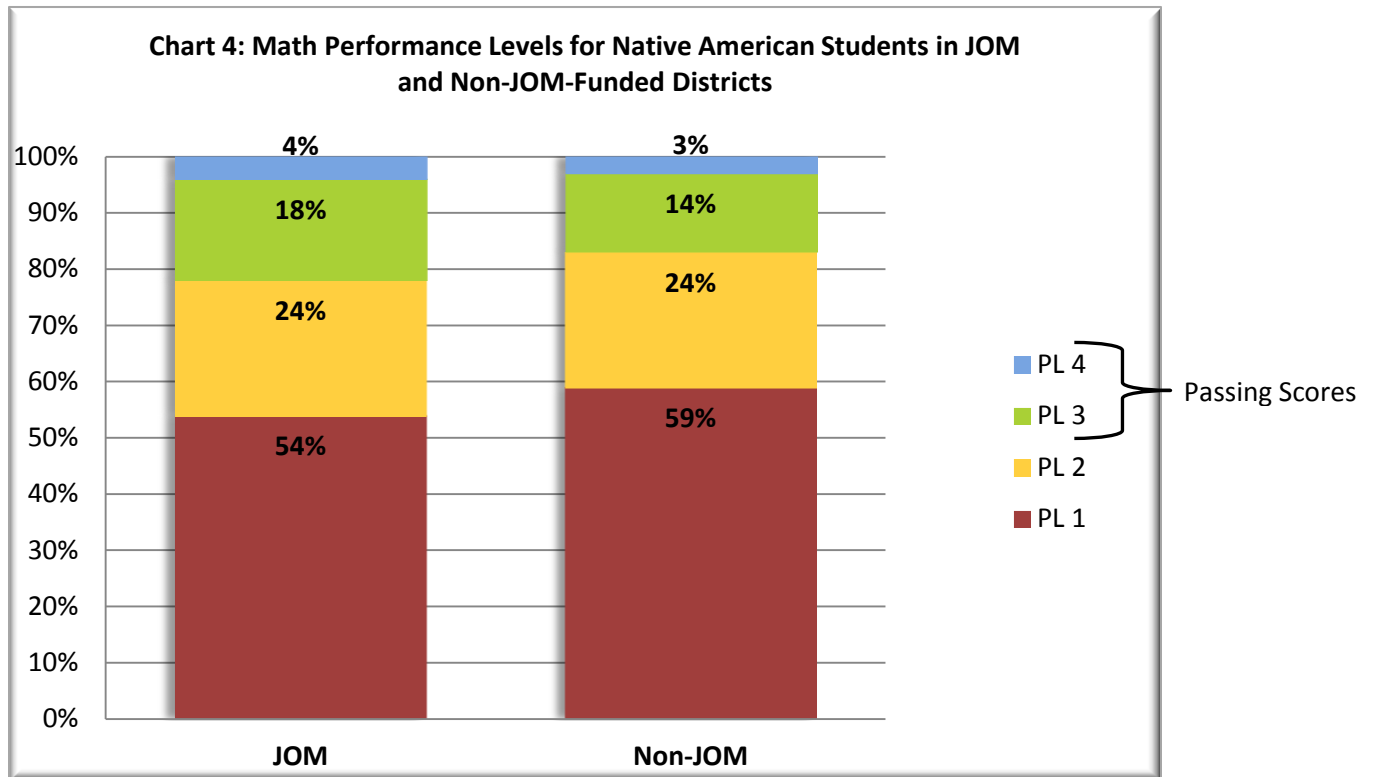
Chart 3 shows that the percent of Native American students in JOM-funded LEAs proficient in ELA increased 2% from FY2015 to FY2016.



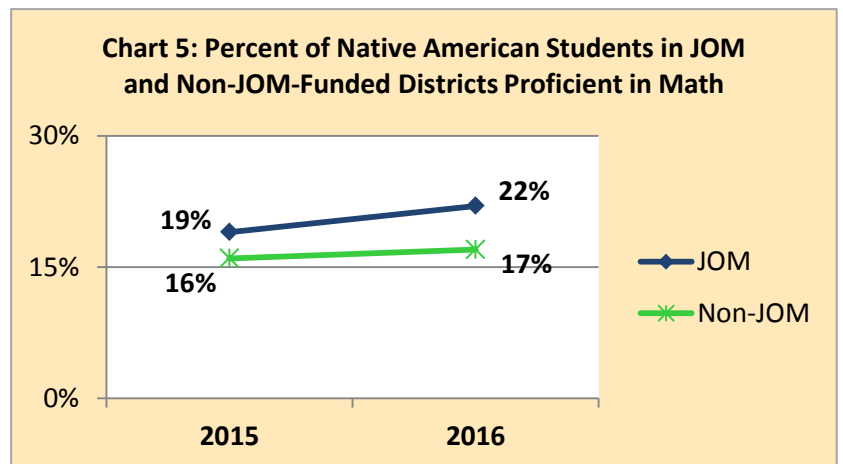


## Math

Similarly, the percentage of Native American students passing AzMERIT and MSAA Math by attaining a performance level of 3 or 4 was higher in JOM-funded LEAs than in non-JOM-funded LEAs in FY2016. Demonstrated in Chart 4, the percentage of Native American students attending JOM-funded LEAs who scored Proficient (PL 3) or Highly Proficient (PL 4) was 22% compared to 17% of the students attending non-JOM-funded LEAs.



As shown in Chart 5, the percent of Native American students in JOM-funded LEAs proficient in Math increased 3% from FY2015 to FY2016.





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